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Мукачівський державний університет
Кафедра педагогіки дошкільної, початкової освіти
та освітнього менеджменту



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ІНШОМОВНА КОМУНІКАЦІЯ ПЕДАГОГІВ У ПОЛІКУЛЬТУРНОМУ СЕРЕДОВИЩІ

Методичні вказівки

до виконання практичних, самостійних та індивідуальних робіт
для здобувачів другого (магістерського) рівня вищої освіти за
спеціальністю 013 (денної та заочної форм навчання)

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Б81

Бондар Т. І. Іншомовна комунікація педагогів у полікультурному середовищі: методичні вказівки до виконання практичних, самостійних та індивідуальних робіт для здобувачів другого (магістерського) рівня вищої освіти за спеціальністю 013 Початкова освіта (денної та заочної форм навчання). Мукачево: МДУ, 2021. 90 с. (1,99 авт.арк.)

У методичних вказівках представлені матеріали до виконання практичних робіт, завдання для самостійної та індивідуальної роботи для здобувачів другого (магістерського) рівня вищої освіти, за спеціальністю 013 – «Початкова освіта» (денної та заочної форм навчання).

Розроблено для здобувачів другого (магістерського) рівня вищої освіти, науково-педагогічних працівників закладів вищої освіти, наукових працівників та всіх, хто провадить науково-дослідницьку діяльність.

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ВСТУП

Методичні вказівки «Іншомовна комунікація педагогів у полікультурному середовищі» розроблено для забезпечення освітнього процесу з однойменної дисципліни для другого (магістерського) рівня вищої освіти, за спеціальністю 013 «Початкова освіта», (однойменної освітньої програми) Мукачівського державного університету.

Вивчення дисципліни «Іншомовна комунікація педагогів у полікультурному середовищі» прогнозує засвоєння здобувачами особливостей іншомовної комунікації педагогічних працівників, що зумовлене потребами глобалізованого суспільства; оволодіння мовними й мовленнєвими зразками педагогічного спілкування й подальше використання в освітньому процесі та наукових дослідженнях; засвоєння іншомовного понятійного апарату проблеми (тематичного глосарію) що вивчається; розвиток уміння збирати, аналізувати й синтезувати інформацію.

Метою викладання навчальної дисципліни є забезпечення якісної підготовки фахівців до іншомовної комунікації у професійній сфері з урахуванням сучасних тенденцій розвитку суспільства (практичне володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, що зумовлена професійно-діловими потребами).

Завдання вивчення дисципліни полягає у розширенні та збагачення термінологічної лексики відповідно до спеціалізації; активізації навичок усного мовлення під час обговорення фахових тем; розвиток та закріплення навичок читання оригінальних текстів фахового спрямування з метою повного отримання інформації, формування навичок письма.

У результаті вивчення навчальної дисципліни «Іншомовна комунікація педагогів у полікультурному середовищі» здобувачі повинні

знати: лексичний та граматичний матеріал в обсязі програми курсу, володіти активним словниковим запасом для розуміння текстів фахового характеру та фахового спілкування;

уміти: висловлюватися усно й письмово в обсязі тематики курсу, використовуючи засвоєний граматичний матеріал, розуміти іноземну мову на слух, розуміти фахові тексти та здійснювати фахове спілкування.

Згідно з вимогами освітньо-професійної програми здобувачі вищої освіти повинні володіти таким *загальними компетентностями*:

- здатність цінувати і поважати різноманітність і полікультурність;
- здатність вчитися і оволодівати новими знаннями;
- здатність генерувати нові ідеї (креативність);
- здатність працювати в команді;
- здатність спілкуватися державною мовою як усно так і письмово

спеціальними компетентностями:

- здатність і готовність розвивати й вдосконалювати свій інтелектуальний і загальнокультурний рівень, здатність до об'єктивного історико-педагогічного аналізу та використання надбань педагогічної науки в контексті реформування сучасної початкової школи, володіння культурою спілкування державною мовою;
- здатність здійснювати професійне спілкування засобами іноземної мови; володіння достатнім рівнем соціокультурної, комунікативної компетентностей, що уможливує здійснення ефективної іншомовної, міжмовної, міжкультурної й міжособистісної комунікації.

Програмні результати навчання:

- готовність до систематичного підвищення професійно-педагогічної майстерності, володіти знаннями про шляхи

професійного самовдосконалення; уміти усвідомлювати рівень власної діяльності, своїх здібностей, бачити причини недоліків у своїй роботі, в собі; володіти навичками самовдосконалення, уміти використовувати механізм самооцінки власних досягнень у дослідницькій діяльності;

– застосовувати комплекс знань, умінь і навичок, що дозволяють фахівцю успішно використовувати іноземну мову у професійній діяльності, для саморозвитку й самоосвіти фахівця.

Інформаційний обсяг навчальної дисципліни

ЗМІСТОВИЙ МОДУЛЬ 1. ПОЛІКУЛЬТУРНЕ СЕРЕДОВИЩЕ Й ПОЛІКУЛЬТУРНЕ ВИХОВАННЯ

Тема 1. Про себе: спільності й відмінності (All about us: our similarities and differences) Знайомство /візитівка (розповідь про себе). Спільні й відмінні уподобання. Висловлення згоди / незгоди.

Тема 2. Спілкування в академічному середовищі (Academic Communication)

Очікування здобувачів. Очікування викладачів. Розклад. Планування розкладу. Ефективне використання часу. Силабус. Обов'язкові й вибіркові предмети.

ЗМІСТОВИЙ МОДУЛЬ 2. Педагогіка, що змінює світ (A Pedagogy to Change the World)

Тема 3. Особливості розвитку дітей молодшого шкільного віку (Young Learners and their development).

Психо-фізіологічні особливості дитини дошкільного віку. Особливості спілкування. Особливості взаємодії. Потреби дошкільнят. Види діяльності. Харчування. Правила виховання. Захворювання. Здоровий спосіб життя дітей дошкільного віку.

Тема 4. Малювання та поробки (Arts and Crafts for Kids).

Матеріали для креативного дизайну. Види поробок. Покроковий опис роботи з акварелями. Інтеграція експерименту.

Тема 5. Ігрова діяльність (Games).

Гра як провідна діяльність дітей дошкільного віку. Сюжетно-рольова гра. Урізноманітнення сюжетів. Види ігор. Методика проведення ігор. Рольова поведінка. Дотримання дитиною правил і свідоме ставлення до них.

Тема 6. Мистецтво розповіді (Storytelling).

Поняття «сторітелінгу». Переваги сторітелінгу. Технології сторітелінгу. Основні структурні компоненти сторітелінгу. Сюрпризний момент як чинник формування емоційного стану дитини дошкільного віку. Головні персонажі. Казки.

Тема 7. Я – вчитель початкових класів (I am an elementary school teacher).

Обов'язки вчителя початкових класів. Позитивний професійний імідж учителя початкових класів. Вимоги до мовлення педагога. Психологічна культура та психологічна стійкість. Шляхи підвищення кваліфікації. Робота з батьками.

Тема 8. Інформаційно-цифрові технології для дітей (Information and digital Technologies).

Цифрова компетентність педагога початкових класів. Інформаційне середовище початкової школи. Цифрові уміння учня початкових класів.

UNIT 1.

ALL ABOUT US: OUR SIMILARITIES AND DIFFERENCES

Listening	Speaking	Reading	Class Project
Listen for main ideas	Agree / disagree	People you spend time with	Writing 'Thank you' notes
Listen for specific information	Listen and respond	Friendships at the workplace	
Listen for details	Express an opinion		

1. **BEFORE** you listen

What do you expect from your friends? From your colleagues? Make sure you understand all of the following phrases. Then mark three of them that express what you think close friends should do together, and what activities are shared by colleagues.

– spend time together	– chat on the phone
– relax and do nothing	– help each other
– have fun together	– make new friends together
– walk	– share the same sense of humor
– work on the project	– teach students
– go to a football match together	– share the latest information
– attend classes	– miss classes
– cook	– listen to music
– play computer games	– do homework

2. **SPEAK.** Use the phrases in the box to start your sentences about activities with friends and colleagues.

Examples: I think friends spend much time together. I believe colleagues share the same sense of humor 😊.

I think, friends It seems that	I consider, colleagues As far as I am concerned, colleagues ...
-----------------------------------	---

3. **LISTENING. LISTEN** to two conversations at a party. Which people already know each other and which have just met? Which topics are they discussing? **COMPLETE** the table.
4. **LISTEN** to the conversations again and **COMPLETE** the table.

	Do they know each other?	Which topics did they talk about?
Conversation 1		
Conversation 2		

5. **LISTEN** again. What have the people got in common in each conversation?

Examples:

Conversation 1: They both like football.

Conversation 2: Neither of them like their job.

6. **READ** the tapescript of the conversation between Phillip and Erica.

UNDERLINE questions that they ask to **FIND OUT** more about each other, and the phrases that they use to talk about similarities.

7. **READING and SPEAKING**

BEFORE you read. **READ** the following statements. Which do you think are true for Ukraine? For your region? For your hometown? **COMPARE** your ideas in groups.

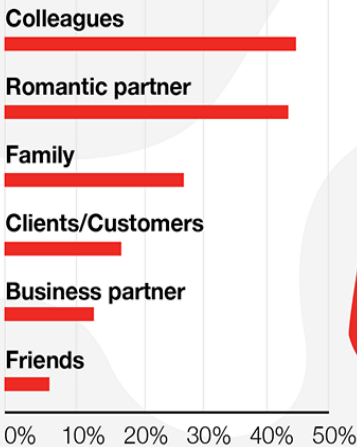
- a. People are working longer hours than in the past.

- b. Many people contact with their colleagues on a personal level outside of work hours.
- c. Most people have friends in the office.
- d. The majority of women meet their significant ones at work.
- e. Most men meet their romantic partners at work.
- f. The majority of young people have a full-time job by the time they are twenty.
- g. Young people these days spend more time socializing than doing homework.
- h. People waste a lot of time at work.
- i. The majority of people take part in a sport at least once a week.

8. **READ** *the text quickly. What is this text about? Which statements in exercise 7 does this text answer?*

Who does the average UK worker spend the most time with?

A breakdown of the percentage of full-time employees in the UK who spend between 31-41+ hours with their colleagues, romantic partner, family, clients/customers, business partner and friends.



Firstly, the survey revealed that the average UK worker spends more time with their colleagues than anyone else in their lives – which probably isn't overly surprising. To elaborate further, 44.4% of full-time employees spend over 31 hours a week with their co-workers. Romantic partners do come in a close second place with 43.8% claiming to spend over 31 hours with their other half, however, only 26.2% of respondents dedicate the same amount of time to family and a tiny 3.4% to friends. In fact, the average time spent with family and friends is a marginal 0-10 hours a week.

When you think about the sheer number of hours we're spending with the people we work with from day to day, you may expect these relationships to evolve into more than simply professional associations.

“Having friendships in the office can be very beneficial as we spend a large amount of our time every week at work,” explains Parkash. *“Positive and genuine relationships amongst employees become the catalyst of a good company culture, providing effective support systems as an alternative to turning to your manager/director.”*

Two thirds of the workers surveyed in the study said that between 1-7 of their current friends are people they met through work. When quizzed on what moment they believe somebody transitions from being purely a colleague to being a friend, 68% said that they think it's when two co-workers start contacting each other on a personal level outside of work hours.

“When we invite anyone into our lives and deepen our emotional connection with them then we are asking them to become a friend, so this might mean spending time with them outside of work or introducing them to significant people in our lives,” says Guthrie.

And it's not only friendships that bud from these working relationships. 1 in 5 people have gone on to live with a workmate, just under half say they would go into business with a colleague and nearly 2 in 5 UK professionals have had a romantic relationship with somebody they met at work. This demonstrates that the relationships forged in the workplace are much deeper than surface level acquaintances.

9. MATCH *the terms in the box with the appropriate definition*

A) survey B) colleague C) respondent D) genuine E) to evolve F) to deepen G) relationship H) significant I) acquaintance
--

	a gathering of a sample of data or opinions considered to be representative of a whole.
	honestly felt, actual, real
	to make or become deep, deeper, or more intense
	a person with whom one has been in contact but who is not a close friend
	A fellow member of a profession, staff, or academic faculty; an associate. See Synonyms at partner.
	one who responds to some questions in the survey
	to develop or achieve gradually
	important, notable, or momentous
	the mutual dealings, connections, or feelings that exist between two parties, countries, people

10. MATCH *the words in columns A and B to make word combinations. There could be more than one combination. MAKE UP SENTENCES with your word combinations.*

A	B	word combination
current	a large amount of time	
to forge	partners	
to go	company culture	
to spend	our emotional connection	
to deepen	a friend	
romantic	into business with	
good	relationships	
to become	friends	

11. THINK *before you read. What sort of impact does friendship have on a business?*

How often do you laugh with coworkers? Does laughter at work help you? How?

12. READ the text *Advantages of workplace friendships*.

READ the text quickly. **UNDERLINE** four things in the text that you think are surprising or interesting.

Of those surveyed, 92% think having friends at work improves their job satisfaction. We are social creatures after all. What is more, laughter releases mood boosting endorphins, so it is no wonder that employees are happier at work when they have people to share conversations and a joke with on more than solely a professional level.

“Friendships at the workplace can increase our job satisfaction, as the working environment becomes more enjoyable,” says Parkash. *“It also creates a sense of familiarity and safety, similar to what we feel at home surrounded by our family and loved ones.”*

The advantages of workplace friendships don't end with happy employees. 90% of respondents think it improves cooperation among teams and 95% think people share ideas more freely when they have a good relationship with their colleagues. Three in four also say they find their manager more approachable for having a friendly relationship with them.

“At times, there will be many discussion points that seem daunting or challenging to bring up with a manager, but having a friendly dynamic really helps to make those difficult conversations and moments even easier,” comments Parkash.

All in all, with UK workers spending over 31 hours a week with their colleagues on average, friendships are inevitably forming – and this is a good thing. Having quality workplace friends can improve employee wellbeing, job satisfaction and productivity in the workplace – and therefore hopefully boosting business performance.

13. READ the following statements. Which do you think are true for Ukraine? For your region? For your hometown? **COMPARE** your ideas in groups.

- a. People are working longer hours than in the past.
- b. Watching TV is the most popular leisure time activity.
- c. Most people read newspapers regularly.

- d. The majority of women work full-time.
- e. People are eating more and more ready meals and takeaways.
- f. The majority of young people have a full-time job by the time they are twenty.
- g. Young people these days spend more time socializing than doing homework.
- h. People waste a lot of time at work.
- i. The majority of people take part in a sport at least once a week.
- j. Surfing the Internet takes most of people's time today.

14. MATCH *the words in columns A and B to make word combinations. There could be more than one combination.*
MAKE UP SENTENCES *with your word combinations.*

A	B	word combination
have	ideas	
share	a sense of familiarity and safety,	
improve	business performance	
release	mood boosting endorphins	
create	friends	
provide	points with a manager	
boost	effective support systems	
bring up	employee wellbeing	

15. THINK *and SAY* *what your learning style is?*

- A) Do the survey on your partner's preferences to learn things. Take notes of the answers and then report them to your partner.
- Do you work best when it is quiet?
 - Can you work when there is noise in the classroom?
 - Do you like to work at a table or in bed?
 - Do you like to work on the floor?

Do you like to work on an assignment until it is completed?

Do you get frustrated with your work and do not finish it?

Do you like to learn by moving around the room?

Do you like to work by yourself?

Do you like to work in a group?

Do you like to learn English with a partner? Yes No

- B) Now, report the answers to your partner. You may start as in the example:

You: So, as far as I remember, you work best when it is quiet, right? Partner: Yes

Continue

Express your agreement with: definitely, absolutely, exactly, you are right.
--

Express your disagreement with: not really, I do not think so...
--

- C) WORK with your partner. Find similarities and differences in your learning habits. Compare and contrast them like in the example.

Example: *We both like working best when it is quiet. (or) While you like working when it is quiet, I prefer learning with music playing at the background (or in a café, where it is really noisy).*

16. PRACTICE *your agreement with the partner*

Follow the example:

I am a master student	So am I.
I major in education administration	So do I.
I do not like getting up early.	Neither do I.
I can speak English fluently.	So can I.
I do not miss classes.	Neither do I.

Continue describing yourself and listen to your partner's response. Disagree with your partner.

I do not attend classes regularly.	But I do.
I cannot write an article review.	But I can.

Continue describing yourself and listen to your partner's response.

Collocations to practice

I am very brave.

I am terrified of the teaching staff.

I care what my colleagues think of me.

I want to get in touch with more students at university.

I do not want to leave my job.

- 17. CONTINUE** *speaking with your partner to FIND OUT more similarities and differences about your family and home, interests and tastes, work and studies, daily life.*

<i>Family and home</i>	<i>Interests and tastes</i>	<i>Work / Studies</i>	<i>Daily life</i>
People you live with?	Sport?	Previous job?	Get up? / go to bed?
Married or single?	Reading books?	Aims?	Mealtimes?
Brothers /sisters?	Travelling?	Ambitions?	Go out a lot?
Extended family?	Music	Plans	

- 18. READ and PRACTICE** *writing your own "THANK YOU" note*

- A) Everyone loves to feel appreciated, which is why thank you notes are still an important way to express your gratitude. Whether you're sending a thank you for a generous wedding gift or showing your enthusiasm after a job interview, a carefully crafted thank you note is an excellent way to express to the recipient that you recognize the effort they made on your behalf.
- B) **WRITE** a thank you note to your partner. Mention what you like about your partner. Mention also how similar and different you are.

Example:

Dear Lisa,

Thank you for being my speaking partner. It was fun to talk with you. Thank you for sharing your likes and dislikes. I think we have much in common. We both like learning English. We are both ready to learn more.

However, there are some differences. You like getting up early, but I do not. You like playing music while studying but I do not.

Although we have our differences, we can still be good friends. I am sure.

Thank you

Yours, S

- C) You can express your gratitude for different things, for example, a wedding gift, a graduation gift, a retirement or anniversary party, or other special event. It's customary to thank your guests for helping you celebrate. Check the website to learn more about different types of thank you notes and words to make your thank you letter sound appreciative and special.
<https://examples.yourdictionary.com/examples-of-words-for-thank-you-notes.html>

Remember the best expression ever:

I appreciate your help!

Thank you.

TAPESCRIPITS
Unit 1, Recording 1 Conversation 1

K=Katie; PH = Philip; E=Erica

K	Philip, can I introduce you to Erica, a friend of mine from Hungary?
PH	Hi, Erica. Nice to meet you.
E	Nice to meet you, too. Katie told me you were in Budapest last year, weren't you, Philip?
PH	The year before last, yeah. It's an absolutely beautiful city. The architecture is amazing! I loved it.
E	Oh yes, I do, too. Were you there for a holiday?
PH	Yes and no. I actually went over to watch Ukraine play football. I am a big football fan.
E	So am I! I was at that football match too with my brother and father. They are crazy about football. It was a good game; a shame there were no goals!
PH	Yeah. There are never any goals when I go to matches! Anyway, what are you doing here in Mukachevo?
E	I am a master's student at university.
PH	So, you are doing your master's program? What is your major?
E	Well, I major in the music art, so that I will be able to work as a performer and teach at university, if I want.
PH	I am a master's student too, however, I major in education administration.
E	Oh, really? That is great. However, I can't think of myself as a manager. That is so frustrating to tell people what to do, to supervise them.
PH	Oh, you do not like management? I really enjoy it; it feels so good to know that you can lead people to achieve good results.
E	Oh, not for me, thank you! Anyway, so... erm... which part of Mukachevo are you staying in?

PH	I am near the university, Yan A. Komensky Street. Do you know it?
E	Yes, as a matter of fact, I live in the dormitory on campus.
PH	I do too. Well, perhaps, I could come round and see you some time, and we could go and watch some football together?
E	Sure, on Sunday there is always a football match on the field across our dormitory. Local teams like playing football.
PH	Yeah, that would be great. I really want to go and watch....

Unit 1, Recording 2 Conversation 2

A= Andrew; C = Carrie

A	Hi, Carrie. How are things with you?
C	Oh, hi, Andrew. Okay, I suppose, not too bad.
A	Hm-mm. How's your job doing?
C	Oh, do not talk about it! I have moved to a new office and I just hate it. The people are so unfriendly! Actually, I'm looking for a new job!
A	Oh, really? Me too. I am just so bored with my job. I have been there for too long!
C	So what kind of thing are you looking for?
A	Mmmm. I do not know really. Maybe something in the travel industry. I'd love to work somewhere nice and hot; somewhere like Spain.
C	Oh, I know! It would be lovely to go and live abroad, wouldn't it? Hey, we ought to go out there together, you and me, set up a travel business.
A	The only problem is, I do not speak Spanish, so I don't know if that would count against me.
C	No, I don't speak Spanish either. I don't speak any foreign language well enough. It's terrible, isn't it?
A	Mmm.oh well, one day, maybe. Anyway, how are your family? Are your Mum and Dad still.....?

UNIT 2.
ACADEMIC COMMUNICATION

Listening	Speaking	Reading	Project
Listen for main ideas			
Listen for step-by-step	Express sympathy	University Expectations	Survey of expectations
Listen for details	Listen and respond		
Listen for specific information	Make a telephone chain		

1. BEFORE *you listen.*

*What do you expect of studying at Muckachevo State University? **CHOOSE** your expectations from the list and **EXPLAIN** why it is important to you.*

Regular and reasonable office hours consistent with departmental policy and the needs of students.

Provision of syllabus, including but not limited to the following: a statement on course outcomes, objectives and expectations; a general calendar indicating the substance and sequence of the course and important dates and deadlines; and a clear statement of grading policy and grade weighting; an invitation to students who require accommodations for a disability;

A statement regarding registration policies.

That the content and assignments of the course as well as the specific teaching approach chosen are appropriate to the level, objective, and nature of the course being taught.

An effective use of class time

Adequate preparation

Testing/grading practices that are directly related to the course content and assignments

Current knowledge of subject matter

An ability to communicate subject matter to students

Courtesy, civility, and respect in their interactions with students.

The establishment of an open learning environment, wherein questions, comments, and interaction are encouraged

Nondiscriminatory treatment of students, regardless of race, color, gender, or creed; or religious, ethnic, sexual, or social background or preference

Punctuality in starting/ending classes

Reasonable notification of and provision for faculty absence

Faculty members have a responsibility to their students to entertain all questions relevant to the subject matter being taught and to discuss such questions, even if controversial, objectively.

Adequate notification of assignments, examinations, changes in syllabus.

Provision of reasonable make-up procedures for legitimately missed exams or other graded work.

Evaluation of work with adequate and constructive comments as is appropriate to the character of the test or assignment.

Evaluation of work within a reasonable time frame that allows the student to benefit from the instructors comments prior to the next assignment.

Abstention from dual relationships that compromise the integrity or blur the lines of the professional teacher-student relationship (i.e. being best friends, or romantic partners).

2. INTRODUCE *your expectations to your partner.* **FOLLOW** *the example:*

I expect lecturers	to provide the course syllabus
	to communicate the subject matter clearly
	<i>Continue choosing the appropriate verbs to express your idea.</i>

3. LISTEN *to master's students sharing their expectations of University.*

Listening strategies.

You can listen to tracks as many times as you want. Think about the topic of the text you are going to listen to. What do you already know about it? What could possibly be the content of the text? Which words come to mind that you already know? Which words would you want to look up? If you have to do a task on the listening text, check whether you have understood the task correctly.

4. **LISTEN** to tracks again and/or **READ** the master's students comments (tapescripts are given at the end of the unit) and **ANSWER THE QUESTIONS**. There could be more than one person, who can qualify for the same answer.

Who

1. was unprepared for university studies in the undergraduate program _____
 2. prefers learning in small groups _____
 3. is ready to get engaged in student research _____
 4. is likely to attend classes irregularly _____
 5. is focused on the future career _____
 6. seems to be ready for testing _____
 7. likes interaction with teaching staff _____
 8. expects lecturers to comment on every assignment the student completes _____
5. **WORK IN SMALL GROUPS**. **TELL** each other about your expectations. **INCLUDE** details from tapescripts if they describe your situation.
6. **LISTEN** to and/or **READ** Professor's expectations of the new students.

I expect my students to regularly attend lectures because I link attendance with success. I think that inadequate and/or poor exam preparation that leads to students' academic failure can be explained by students' poor attendance. Students have to take responsibility for their own learning and for not achieving to the best of their abilities.

I expect my students to ask me questions and show interest to what they are learning. The more questions the better. I need to know that my students are focused on what they are learning. Asking questions has to be the norm for every class.

I expect my students to be independent learners by the time they enroll at university. I guess my students already understand the need to be efficient in balancing their desire for achievement with a strong sense of purpose and enjoyment from academic activities.

I also expect students to be self-disciplined and self-motivated. Self-motivation. The ability to motivate yourself—self-motivation—is an important skill. Self-motivation drives people to keep going even in the face of set-backs, to take up opportunities, and to show commitment to what they want to achieve. Motivation is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life.

7. INTERVIEWS.

Which of the ideas are true about your lecturers? Get in groups and interview some of your lecturers about their expectations of the students. Report the results in class.

Read the interview rules that will help you to avoid mistakes when setting up an interview with busy professionals.

Interview Rules

1. Talk to the professor and politely as for the time to ask questions.
2. Prepare your questions before the interview. Practice asking (reading) questions.
3. Do not be late for the interview. Remember, people you interview are busy, so do not waste their time.
4. Smile! Smiling naturally (without pursing your lips tightly together) will make you appear confident, friendly, and approachable. Even if you're not feeling it, fake it. A smile conveys that you're someone who can get along with fellow employees, wow the boss, and impress the teachers.

5. And, don't be scared to speak up: not asking questions can signal that you're uninformed or uninterested.

6. Send a Proper Thank You

Yes, even today, a handwritten note is mandatory. Sending a thank you letter via email is fine when the decision must be made quickly, but always follow up with written correspondence. (A voicemail message doesn't take the place of a written note, either.) Express your thanks for the interviewer's time and for the chance to learn more about the job.

No need to go overboard and—please—don't send a gift or flowers after the interview (yes, it's been done).

8. YOUR SCHEDULE

A schedule or a timetable, as a basic time-management tool, consists of a list of times at which possible tasks, events, or actions are intended to take place, or of a sequence of events in the chronological order in which such things are intended to take place.

A) *Fill in the gaps with the time for your full week, hourly schedule. You may need to take into consideration odd and even weeks if the university has this policy.*

Day /Time	Mon	Tue	Wed	Thur	Fri	Sat
I class 8:00 9:10						

B) *Find out the short was to write the days of the week, for example, Mon for Monday...*

C) *Review the names of the months.*

9. WHAT IS A SYLLABUS?

- A) *Read the information about a syllabus. Check the syllabus for the courses you have on the university site. What information does a syllabus provide you with?*

A syllabus is your guide to a course and what will be expected of you in the course. Generally, it will include course policies, rules and regulations, required texts, and a schedule of assignments. A syllabus can tell you nearly everything you need to know about how a course will be run and what will be expected of you.

Where can I find syllabi?

Check the Moodle for the course at Muckachevo State University. You can search by faculty and by department.

You can also contact the instructor and/or the deans' office or an academic department/school to inquire about the availability of a syllabus.

Heads-up! Syllabi are always subject to change, especially if a different instructor is teaching a course. However, even looking at last year's syllabus can give you valuable information as you are evaluating a course.

How to Read a Syllabus

A syllabus is a very valuable tool, underused by many students. All professors will write and use their syllabi differently. Sometimes syllabus information may be spread over several links, or on a course website. Regardless of the form, here are some items you will want to consider.

Workload

What type of course is this? Problem set and exam-based? Reading and discussion with papers? A variable-unit class with a variable workload should explain the difference in the syllabus.

Deadlines & Policies

When are the exams and major assignments due? Are assignments due in class or electronically by a certain time? Be sure to check all the deadlines for all your courses to see whether you are

committing yourself to four midterms in the same week or two problem sets on the same day every week (and reconsider, if you are). What is the late policy?

Continued Guidance

During the term, the syllabus continues to guide you. The syllabus reflects the way the class is organized. The titles for each class meeting will often identify the main themes of that class, and may help you focus your reading for that day in order to prepare for class, as well as guide your studying for exams.

B) Compare different syllabi. How are they similar? Different?

10. CHOOSING COURSES

In Ukraine, most universities offer mandatory courses (they are prescribed) and electives, that help you to understand your likes and preferences in outlining your personal professional trajectory.

Take time to think deliberately about which courses you will take in any one term, while keeping the big picture of your graduate education in mind. Think about each class as a brick in the intellectual edifice you are creating for yourself. It needs to provide the foundation for future work as well as allowing you to build on what came before. In this way you will develop a personally coherent, meaningful education out of the diverse courses that University offers.

Explore what interests you, even if you are unfamiliar with the discipline. Many of the fields will be entirely new to you. Do not restrict yourself to areas you have already experienced.

Figure out what fields, topics, approaches, and faculty appeal to you personally. Do not rely on the experience of others.

Develop an understanding of the multiple potential pathways to your specific destination. Do not follow “tracks” blindly.

Balance your workload. A mix of essays, exams, and projects is generally more sustainable than taking a full slate of classes that all demand the same sort of work.

11. TIME MANAGEMENT

- A) *Read the text about time management. Why is it important to be able to manage your time wisely? Have you ever tried to manage your time? What are the benefits of time management?*

“Time management” is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

Benefits of Time Management

The ability to manage your time effectively is important. Good time management leads to improved efficiency and productivity, less stress, and more success in life. Here are some benefits of managing time effectively:

1. Stress relief

Making and following a task schedule reduces anxiety. As you check off items on your “to-do” list, you can see that you are making tangible progress. This helps you avoid feeling stressed out with worry about whether you’re getting things done.

2. More time

Good time management gives you extra time to spend in your daily life. People who can time-manage effectively enjoy having more time to spend on hobbies or other personal pursuits.

3. More opportunities

Managing time well leads to more opportunities and less time wasted on trivial activities. Good time management skills are key qualities that employers look for. The ability to prioritize and schedule work is extremely desirable for any organization.

4. Ability to realize goals

Individuals who practice good time management are able to better achieve goals and objectives, and do so in a shorter length of time.

List of Tips for Effective Time Management

After considering the benefits of time management, let us look at some ways to manage time effectively:

Set goals correctly.

Prioritize wisely.

Set a time limit.

Take break between tasks.

Organize yourself.

Remove non-essential tasks.

Plan ahead

B) Which tips do you find the most beneficial?

C) Work with a partner. Ask questions to find out why your partner thought these tips were the most beneficial.

Tapescripts

Unit 2. Track 1.

My name is Alex. I think that a university education will enhance my academic and vocational prospects. You know, I expect the university to provide opportunities so that I can become more independent and enjoy myself. Employability has become a key issue, particularly since the increase in student fees. I am positive that a career-focused approach to education can be beneficial. For example, I am certain about my long-term career goals so I will transition faster to life at university than students who study without clear career trajectories. There are some students, however, who concentrate on merely passing assessments to get through the course. I believe this potentially leads to a shallow approach to learning. I prefer to develop a deep approach to learning in order to understand the course material.

Unit 2 Track 2.

I am Erica. In my opinion, first year students generally come to university with few expectations and with little notion of how to be successful; they often view it as a continuation of secondary school. I remember when I was in my first year, I expected lecturers to use similar teaching styles to those I had experienced at school. So, I found myself unprepared for the more relaxed and informal style of teaching I encountered at university. As a master's student in my first year, I have my goals. I know how to approach the lecture material, how to study independently. Speaking of my expectations, I would like to have a clear plan, a syllabus that states the course outcomes, objectives, general calendar, important dates and deadlines, as well as a clear statement of grading policy and grade weighting. Grades are important to me.

Unit 2 Track 3.

I am Helen. I am concerned about how I will be taught at university. I prefer small tutorial-style classes, as opposed to larger lecture-type classes. Learning in smaller groups offers greater opportunities for face-to-face interactions with teaching staff.

Incoming students often overestimate the amount of contact time that they will be offered at university. I do realize that the responsibility for learning is primarily mine. Folks, trust me, lecturers will do what they can do, however, it's up to us to be responsible for our learning.

Unit 2 Track 4.

Hi, I am Olexandr. I expect teaching staff - i.e. lecturers - to be sympathetic and reassuring, helpful and friendly. This is vitally important for me. If we have a positive staff-student interaction and mutual understanding, we will all succeed. So I expect lecturers to have current knowledge of the subject matter and the ability to communicate that subject matter to students. We will be able to overcome all academic difficulties we may encounter.

Unit 2 Track 5.

Hello, I am Lana. I guess I am confident about my abilities to cope with academic requirements. I think I will not have to struggle with the demands of learning in higher education. I know how to manage my time, so I will be able to cope with the academic demand. I think I expect a lot of testing that is directly related to the course content and assignments. Master's programs are about independent studies and quality education.

Unit 2 Track 6.

Hi, I am Andrew. When I was a bachelor's student, I actually experienced academic struggles. I used to struggle to keep up with the workload. I experienced difficulties in developing my ability to study independently. I could not understand that only I was solely responsible for my own learning. That is just because I was young. I did not know how much studying, including attending classes and independent reading, would be required per week. I underestimated the number of hours of independent study that was required for my course. I was unprepared for this aspect of university life. I first arrived without a clear understanding of how I was going to be assessed. Today I guess I still harbor unrealistic expectations about assessments, for example, supposing that lecturers will provide

detailed feedback on drafts of my work and that staff will be able to return assessed work within a week.

Unit 2 Track 7.

I am Marianne. These times are tough. I have to combine paid work with my studies. I know that I will have to miss some lectures. Although I recognize that attendance at lectures and other teaching sessions is important for my academic performance, I have to sacrifice it sometimes. So I expect teaching staff to understand that I have a serious reason for missing lectures and teaching sessions. I expect the university to provide additional resources, such as notes and/or recorded lectures, which can be accessed online.

Unit 2 Track 8.

Hi, I am Tim. As far as I am concerned, university needs to offer appropriate academic, attitudinal, and social preparation courses for incoming students. This should be a process, rather than a single event and, in addition to academic preparation, linked to peer-mentoring and staff-student interaction opportunities. I think I am ready to become part of a student research club and as well offer a course for incoming students.

Tapescripts

Andrew	Excuse me. I was told to come here for advice about Management Diploma courses?
Monica	You've certainly come to the right place. Hi, my name is Monica.
Andrew	Hi, nice to meet you. My name is Andrew, Andrew Harris.
Monica	So, Andrew, have you seen our diploma course prospectus yet?
Andrew	Yes, I have already looked at it. In fact, I thought the information on the course content was really useful, but I am afraid I am a bit confused by all the different ways you can do the course: full-time intensive, part-time and so on.
Monica	Well, let's see if I can help. I think each course type has

	its advantages and disadvantages, so it really depends on you, your study habits, and your financial circumstances, of course. Are you working at the moment?
Andrew	Yes. I have been working in the administration section of the local hospital for the last three years. And before that I worked in the office of a computer engineering company for two years. So, I've got about five years of relevant work experience. And what I am hoping to focus on is Personnel Management.
Monica	I see. And are you planning to leave your current job to study, or are you thinking about just taking a year off?
Andrew	I want to know what my options are, really. I don't want to quit my job or anything and my employers are keen for me to get some more qualifications but obviously, it would be better if I could do a course without taking too much time away from work.
Monica	Right, so, you do not really want to do the full-time course, then?
Andrew	No, not really. It's also a question of finances. You see, my office have agreed to pay the cost of the course itself, but I would have to take unpaid leave if I want to study full-time and, well, I do not think I could afford to support myself with no salary for a whole year.
Monica	Ok. Well, you have two other possibilities: you could either do the part-time course that would be over two years and you would not have to take any time off work – or you could do what we call a “modular” course. You could do that in eighteen months if you wanted or longer. It is quite flexible and it would be up to you.
Andrew	Mmmm. So what does the part-time course involve?
Monica	For that you would join an evening class and have a lecture twice a week. Then you would have to attend a seminar or discussion workshop one weekend a month.
Andrew	What kind of coursework would I have to do?
Monica	Well, it is a mixture. You'd be expected to write an essay

	each month, which counts towards your final assessment. You have a case study to do by the end of the course, which might involve doing a survey or something like that, and also you need to hand in a short report every four weeks.
Andrew	So, that is quite a lot of work, then, on top of working every day. It sounds like a lot of studying – and really tiring.
Monica	Yes, you certainly would not have much free time!
Andrew	What about the modular course? What would I have to do for that?
Monica	That is where you get the opportunity to study full-time for short periods. That way you can cover a lot of coursework and attend lectures and seminars during the day. And each module lasts for one term, say, about twelve weeks at a time. There are obvious advantages in this – the main one being that you can study in a much more intensive way, which suits some people much better.
Andrew	And how many of these “modules” would I have to do to get the diploma?
Monica	The current programme is two modules – and then you have to choose a topic to work in more depth – but you can base that on your job, and so you do not need to be away from the office, and how long it takes is up to you. The most important thing is that you do not have to study and work. You can focus on one thing at a time.
Andrew	Yes, I can see that. It certainly sounds attractive! It would be more expensive though. I mean I would have to support myself without pay for each module.
Monica	That is true, so that might be a problem for you. Look, why don't you talk this over with your employees and ... <i>From IELTS 12. Test 1 Section 3)</i>

UNIT 3.
PRIMARY SCHOOL STUDENTS AND THEIR
DEVELOPMENT

1. **BEFORE** you listen, **WORK** with your partner. **ASK** and **ANSWER THE QUESTIONS** to describe your primary school experience.
 1. Did you like pictures that asked you to find the differences?
 2. Which subject did you like most in primary school? Why?
 3. Do you remember 'classifying' activities? Did you have any difficulties with these activities?
 4. Did you get bored in class? What did you do then?
 5. Did you like learning poems? Was it easy for you?
 6. Did you like fairy tales? Which was your favourite?
 7. If you are not sure of some of the answers, you can ask your mom.

2. **While Listening.** You will hear a talk about young child's cognitive development. **LISTEN** and **COMPLETE** the gaps in the sentences.

Cognitive development

A. At 6-7 years of age, children are at their pre-operational stage of cognitive development, meaning that they are already able to understand _____ like counting, classifying according to similarity. They have an idea of past, present and future but _____ on their present. These learners are willing to use the language even with quite limited _____. They may use the tenses – past – present – future – correctly if well practiced, but will only understand the concept after 8 or 9 years of age. Their ability to _____ in extended talk is increasing, which requires greater cognitive and linguistic abilities and then conversational interaction, especially when a supportive _____ is usually present'. They are not able to understand _____ concepts.

B. Children have short concentration _____; they get bored easily, and tasks must be varied and short to keep children interested.

Their attention increases overtime and a linear and steep rise in memory store development alternate between the ages of 6 to 11. Children’s memories strategies become more effective with age, but they can rehearse only with help. By the age of six and seven children can recall the important features of the _____, and they can combine information into a coherent story and reorder the _____ of events to make it more logical. Knowledge about memory increases between the age of 4 and 12, but children younger than eight do not have a well-developed sense of self and inability to self-evaluate.

3. LISTEN to the excerpt again and **FIND** words that mean the same as the following

want	the knowledge or skill so derived
to involve oneself or become occupied; participate:	to remember; recollect
to demand as obligatory or appropriate	the process or act of imparting knowledge, skills, attitude
to find a solution for; solve	showing awareness and acceptance of reality

4. WORD BUILDING. COMPLETE the table. Some forms could be unavailable.

Verb	Noun	Adjective
develop		
	learner	
correct		
	increase	
		conversational
	interact	
		different
	experience	
	attention	
construct		

	step	
	teacher	
		attached

5. READ *the text to work on the vocabulary and pronunciation.*

A. At 6-7 years of age, children are at their pre-operational stage of cognitive development, meaning that they are already able to understand concepts like counting, classifying according to similarity. They have an idea of past, present and future but focused on their present. These learners are willing to use the language even with quite limited proficiency. They may use the tenses – past – present – future – correctly if well practiced, but will only understand the concept after 8 or 9 years of age. Their ability to engage in extended talk is increasing, which requires greater cognitive and linguistic abilities and then conversational interaction, especially when a supportive interlocutor is usually present'. They are not able to understand abstract concepts.

At the age of 7, though, they demonstrate an ‘intellectual revolution’ when they start thinking in a more logical way. The child starts working things out ‘in the head’. They are able to start seeing from different points of view not only their own lives.

Children are in constant gradual development, continuing to learn through concrete experience, what can be called ‘learning through doing’. Their thinking develops in knowledge and intellectual skills, but they are not yet able to use meta-language, that is the ability to use language, to describe language.

B. Children have short concentration span; they get bored easily, and tasks must be varied and short to keep interest in them. Their attention increases overtime and a linear and steep rise in memory store development alternate between the ages of 6 to 11. Children’s memories strategies become more effective with age, but they can rehearse only with help. By the age of six and seven children can recall the important features of the story, and they can combine information into a coherent story and reorder the sequence of events to make it more logical. Knowledge about memory increases between

the age of 4 and 12, but children younger than eight do not have a well-developed sense of self and inability to self-evaluate.

From 6 to 8, children try to ‘construct meaning’ and ‘foreign language learning depends on what they experience. They have an ability to learn through instruction in mediation. It means that children move forward into a step further in learning with the help of adults or experienced peers, internalizing knowledge from social interaction. This means that they are able to learn through concrete experience together with their peers and teachers in a social environment.

Although children at this age range are still attached to fantasy, they are gradually becoming more realistic and rational. They start distinguishing between fantasy and reality. They are able to discover ‘coincidences’ and ‘more open to the outside world’, but not to abstractions.

6. ANSWER THE QUESTIONS *on the text.*

1. What do the concepts of counting and classifying according to similarity mean? 2 Give examples of classifying concepts.
2. What does ‘limited proficiency’ mean?
3. Define the term ‘linguistic ability’.
4. Why is it important for a young learner to have a supportive interlocutor?
5. What does the author imply by the term ‘intellectual revolution’?
6. What is a meta-language?
7. How should a teacher respond to a child’s short concentration span?
8. Give examples of a child’s memories strategies.
9. How can you teach your child to self-evaluate?
10. What is an appropriate age for a kid to start learning a foreign language?
11. How old were you when you started to distinguish between fantasy and reality?

7. BEFORE listening.

You will hear a talk about young child's social, emotional development and physical growth. What is social development, in your opinion? How can parents encourage emotional development in their child? What are the ways to encourage children to be physically active?

8. WHILE listening. Listen to and read excerpts. Complete the gaps in the sentences with the words from the box.

A. Social development

A. teams, B. egocentric, C. benefit, D. crucial

Children are still (1) _____ but learning to socialize, share and cooperate, taking turns with others. They 'have a good relationship with peers' at this age so they can work in (2)_____, but they 'alternate a lot of talking with silence'. Social environment plays a (3)_____ role in the learning process. Children (4)_____more when in contact with other children to experiment and learn.

B. Emotional development

A. purposes, B. attempts, C. progression, D. secure

Children at this age need to 'experience overall success' and sense of (1)_____. They 'have different emotional needs', but yet, they need to feel (2)_____, which success gives. Children also seek out intentions and (3) _____ in what they see other people doing bringing their knowledge and experience to their (4)_____ to make sense of other people's actions and language.

A. support, B. benefit, C. competence, D. construction

They (1) _____ from having models and seek for appreciation in what they do. They need support and scaffolding – the term is used to describe 'interactional (2)_____ that is given to learners while their language system is under

(3)_____. It enables them to perform a task at a level beyond their present (4)_____. One of scaffolding features that helps coping with this characteristic is to keep children aware of the purpose and goals of the tasks.

C. Physical growth

A. fine, B. physical, C. admire, D. control

Children have a lot of (1)_____ energy with a need to be physically engaged in tasks. This development is characterised by ‘children’s gross and (2)_____ motor-skills development. They are getting more body (3)_____ with time.

Behaviour

Children are participative, spontaneous and curious. They prefer to play in ‘same-sex groups’ and their (4)_____ teachers.

9. **READ** *the general overview of the implications in teaching.* **DISCUSS** *with your colleagues and* **DECIDE** *if you agree or disagree.* **EXPLAIN**, *why? Why not?*

Regarding cognitive stage of development, lessons should cater for ‘learn through doing’, providing lots of exposure and practice with tasks centered in concreteness to help learners’ understanding, but a mix of fantasy and reality is to be used.

Tasks should be short and varied to keep their interest and to make most of their concentration, as they cannot concentrate for long periods. Rehearsing language, chunks can be done with the help of the teachers.

Scaffolding should always be present, providing tasks that increase in levels of demand as they grow older and more at ease with the language. This is also applicable to writing, a relatively new linguistic skill for them, as they are also learning that in their mother language.

Working with tasks that allow classifying, finding the odd one, ranking vocabulary items are well seen by these age learners.

As for their social developmental stage, teachers should keep in mind having the learners working in groups and interacting with peers. This would overlap with their emotional stage, providing a sense of security.

Focusing on their physical development, tasks should make use of their bodies, providing movement as to allow them to burn their energy positively and learning.

Remember the best expression ever:

Nothing is impossible for the willing heart!

Thank you.

UNIT 4. ARTS AND CRAFTS FOR KIDS

1. **BEFORE** *reading* **ANSWER** *the following* **QUESTIONS.**

1. What do you do to keep children engaged in the kindergarten?
2. Do your kids like art? What do they like drawing?
3. What art materials do they need to have an art activity?
Make “My art supply list” (for kid’s art).

2. **READ** *the text that explains how you can use different types of paints.*

With watercolors the only surface you can use them on is paper. You should also **use watercolor paper** as it is designed to absorb the paints properly.

Acrylics can be used on many different surfaces, including watercolor paper, wood, canvas, etc. Although many people just use them on canvas.

Note that with watercolors the only surface you can use them on is paper. You should also use watercolor paper as it is designed to absorb the paints properly.

Acrylics can be used on many different surfaces, including watercolor paper, wood, canvas, etc. although many people just use them on canvas.

















Note! If you want to make your project waterproof, we recommend Mod-Podge, a clear, outdoor (or Enamel) acrylic sealer applied when your project is complete. Make sure that the final layer of decoupage [,deiku: 'pa:ʒ] is completely dry before spraying.

3. **ANSWER THE QUESTIONS** *on the text.*

1. What are watercolors? Can you use watercolor on wood?
2. What is acrylics? Which surfaces can you use acrylics on?

4. BASIC ART SUPPLIES LIST. MATCH *the words to the pictures.*

Crayons, colored pencils, pencils, paper, washable markers, highlighters, paintbrushes, acrylic paints, watercolor paints (watercolors), Mod-Podge (gallon size), scissors, glue sticks, white school glue, erasers, pencil sharpeners

<p style="text-align: center;">A</p> 	<p style="text-align: center;">B</p> 	<p style="text-align: center;">C</p> 	<p style="text-align: center;">D</p> 
<p style="text-align: center;">E</p> 	<p style="text-align: center;">F</p> 	<p style="text-align: center;">G</p> 	<p style="text-align: center;">H</p> 
<p style="text-align: center;">I</p> 	<p style="text-align: center;">J</p> 	<p style="text-align: center;">K</p> 	<p style="text-align: center;">L</p> 
<p style="text-align: center;">M</p> 	<p style="text-align: center;">N</p> 	<p style="text-align: center;">O</p> 	<p style="text-align: center;">P</p> 

5. ACTIVITY WITH KIDS! *Paper towel drip painting*
<https://playtolearnpreschool.us/paper-towel-painting/>

This activity is cool and easy. The kids are completely excited and engaged. It is also easy to set up. What things do you need for this kind of art project?

First, we cover our art table with a shower curtain. It is easy to clean up! Then we layer paper towels all over the table, which is easy to set up! We provide cups of liquid watercolors and our favorite little droppers.

As soon as the kids get to work, it is best to move the chairs out of the way so that they can walk and reach and cover the whole table in color!

The effect is so cool! During the process the kiddos can come up with some color theory when their paints drip together. They can work cooperatively to and materials. As the towels become full, kids can divvy them up to take home!

6. MATCH *the words to compose a word combination.*

A	B	Word combination
cover	little droppers.	
provide	space	
layer	our art table	
share	paper towels	

7. LABEL *the pictures with captions from the text.*

A	B	C
		

D	E	F
		<p style="text-align: center;">Place for your picture</p>

8. PRACTICE *fine motor skills with a magical way*

Unicorn Fizz




<https://playtolearnpreschool.us/unicorn-fizz/>




Fun and learning don't have to be difficult for the teacher to be effective! This super-simple science experiment takes only a few supplies to set up and will engage your students...all while sneaking in some science and fine-motor skills. It's truly "magical!"

Materials Needed:

- plate, bowl, or foil trays
- boxes of baking soda
- glitter
- plain white vinegar
- paint cups
- food coloring or liquid watercolor (we used purple, teal, blue and hot pink)
- plastic pipettes or medicine droppers
- art smocks

9. LABEL *the pictures (word can be found in 'materials needed').*

A	B	C
		

D	E	F
		

10. READ *the description of an activity called Unicorn Fizz.*

Setting Up:

Prepare ahead of time and pour the white vinegar into the small paint cups. Next, add a few drops of liquid watercolor or food color to each cup. Add a pipette to each cup. Finally, set out the trays, boxes of baking soda, and prepared cups. Remember – liquid watercolor stains, so you will want to choose your location accordingly!

Child’s Play

Invite the children to come and sprinkle the baking powder and glitter into their tray. Demonstrate how to use the pipette and show the children how to squeeze the liquid out. Watch the excitement on their faces when they add the vinegar to the baking soda.

Shh! Don’t Tell Them That They’re Practicing Writing!

Tripod grip (grasp) is intentionally used to make the eye droppers function. They need to use the tripod grasp to gently pinch the dropper, release to suck up the fluid, hold the dropper without letting the fluid release, then squeeze it again to release it over the baking soda. The students will repeat this motion dozens of times while they experiment, all the while strengthening those very important fine-motor skills.



But Wait, It is SCIENCE Too?

This activity can also be incorporated into a science lesson! The chemical reaction of the vinegar (an acid) combining with the baking soda (a base) releases carbon dioxide (which is the “fizz”). While this might be a little advanced for preschool students, if you have a mixed age group with older children, it can be used as a great science lesson as well.

AND ART?

Encourage the students to examine what happens when the different puddles mix and blend. If you want to really expand on color theory, reading the story “Mouse Paint” right before doing this activity prepares them to make puddles of their own and duplicate the story’s results.

Variations

One of the “magical” things about this center is that it is easily customizable for any theme that you need. Need something for Veteran’s Day? Use brown, black, and green shades to make camo fizz. Primary colors work great for a color mixing unit. Learning about space? Try black, purple, dark blue and neon green. The possibilities are endless!

A loose coatlike outer garment, often worn to protect the clothes while working.

11. MATCH *the words with their definitions.*

a drop	the act or process of changing position or place;
a pipette	a small pool of a liquid;
baking soda	a small amount of a liquid;
a puddle	a shallow flat receptacle with a raised edge or rim, used for carrying, holding, or displaying articles;
a motion	small pieces of light-reflecting decorative material.
stain	a person or thing that excites; stimulation or thrill
glitter	a narrow, usually calibrated tube into which small amounts of liquid are suctioned for transfer or measurement;
vinegar	special ability in a task, acquired by training
a tray	a sour liquid, produced by fermenting a solution (such as wine or fermented rice), used as a condiment and preservative.
excitement	a spot, mark, or discoloration
a skill	a white crystalline compound, used especially in beverages and as a leavening agent to make baked goods.

12. MATCH *the nouns with action verbs from the box.*

A) repeat B) hold C) pinch D) squeeze E) suck up F) strengthen G) incorporate H) encourage I) set out J) choose!
--

?	the motion	?	the dropper
?	the dropper	?	the dropper
?	the fluid	?	the fine-motor skills.
?	the trays	?	into science lessons
?	the students	?	your location

13. PUT THE STEPS *to setting up the activity in the correct order.*

	Finally, set out the trays, boxes of baking soda, and prepared cups.
	Add a pipette to each cup.
	Next, add a few drops of liquid watercolor or food color to each cup.
	Prepare ahead of time and pour the white vinegar into the small paint cups

14. ANSWER THE QUESTIONS.

1. Do you like playing with colors?
2. What other activities can you do with your children?
3. What activities excite children?
4. How can you customize this activity for the Easter?

UNIT 5.

GAMES

1. **BEFORE** *reading the text, think of games you liked to play when you were a child.*
 1. What did you feel when you played games in your own childhood?
 2. What was your favorite game?
 3. What do children learn from games?
2. **READ** *the text about skills children learn from playing games and DO some EXERCISES to activate the vocabulary.*

Believe it or not, classic preschool games are much more than just fun for children. They're actually an essential part of the learning process, helping kids bond with their friends, burn off excess energy and teaching kids skills that will help them later in life.

To help you see the learning potential in the games that just seem fun, we've gathered together nine well-loved American preschool games. Read on to discover how each game secretly models real-world situations and helps kids learn how to live and act.

9 Classic Preschool Games That Secretly Teach Life Skills

1. Duck, Duck, Goose



This kid-favorite is an excellent game for teaching strategic thinking. Participants sit in a circle, and one child walks around the outside tapping each head in turn and saying “duck.” Eventually they pick one child to be the “goose” and run around the circle to try to take that child’s place before the “goose” catches them. If they reach the end without getting tagged, the “goose” returns to their own seat and the original player continues around the circle.

As kids play this game more, they start thinking about how to pick a “goose” (such as someone who isn’t paying attention) who will give them a better chance of getting back to their seats without getting tagged. Duck, Duck, Goose teaches children to plan ahead and gives them immediate feedback on the quality of their decisions.

➤ *Does this game remind you of a similar Ukrainian game?*



A similar game in Ukraine is called “хустинка”. The difference is that the leader with a kerchief drops a kerchief behind the player’s back. The players have to be attentive and take this kerchief in time. Check the Internet to read the rules in Ukrainian and practice playing this game with kids.

3. COMPLETE the gaps with the prepositions.

This kid-favorite is an excellent game _____ teaching strategic thinking. Participants sit _____ a circle, and one child walks _____ the outside tapping each head _____ turn and saying “duck.” Eventually they pick one child to be the “goose” and run _____ the circle to try to take that child’s place _____ the “goose” catches them. If they reach the end without getting tagged, the “goose” returns _____ their own seat and the original player continues _____ the circle.

➤ *Have you every played musical chairs game?*

2. Musical Chairs



This game helps teach kids to resolve arguments peacefully, deal with disappointment and practice patience. Set chairs in a circle, one fewer than the number of children in the game, and then play music as kids walk around

the circle. Every time the music stops, children must try to sit on a chair. Kids who don't get a chair are out. Then remove a chair and begin again.

As a game of Musical Chairs progresses, children must learn to deal with the frustration of being out of the game, therefore practicing patience and waiting graciously. They must also learn to use their words to work out arguments about whose chair is whose or who got there "first." Be sure to have an adult on hand specifically to ensure conflicts are settled peacefully and to help kids who are no longer in the game stay cheerful.

4. MATCH *the words to their definitions.*

argument	capacity of calm endurance; forbearance
frustration	the state of open, often prolonged fighting; a battle or war.
patience	being in or characterized by good spirits; merry.
conflict	an angry discussion involving disagreement among the participants; a quarrel
cheerful	the feeling or state of being frustrated

3. SIMON SAYS

Simon Says is an excellent game for helping kids learn to pay close attention to instructions, while also giving them a taste of leadership. In Simon Says, one kid asks their peers to do silly actions by saying "Simon says tap your head" or "Simon Says jump like monkeys." Then the other kids will do the action—but only as long as the leader adds "Simon says" to their instructions.

Kids who don't pay attention quickly discover that if they don't listen, they'll be the only one doing the silly action. That gives them extra motivation to listen closely to the entire set of instructions before getting started.

It's a good way to practice the English language skills and teach children to recognize simple tasks. If you want to practice English with the children, you may say the following: Ok, children, quiet.

Listen carefully. When I say “please” – you can move. If I do not say “please”, do not move. OK, now, let’s see who’s listening.

Teacher: One step forward (*No one moves*)

Teacher: One step back, please (Everyone takes a step).

Teacher: Very good. You are all listening.

Teacher: Turn around. (*some children turn*)

Teacher: Oh, oh! You did it and I didn’t say please! OK, you come out and wait beside me, please. OK.

Teacher: Jump up please!

The examples of the instructions:

Put your hand on your head (parts of the body)

Clap once (twice, three times....)

Nod your head like this (the teachers shows)

Shake your head.

Shout out “no”.

Praise: good, very good, awesome, thumbs up, fantastic!

4. ROW YOUR BOAT



Self-awareness is an important skill for children to develop as part of the learning process. That’s one of the reasons we ask children to assess their own learning at Whitby. When children are small, this can start with physical self-awareness. Knowing how to moderate



one’s body is a very useful skill that prepares kids for later life. The game here is simple: pair children up facing one another with knees bent up in front of them and holding

hands. Instruct them to rock back and forth in time to the song “Row, Row, Row Your Boat.” They’ll need to work together and keep an eye on their own movements at all times. It works best to play this game with a CD or a song on YouTube, so you can incorporate a “freeze” element by stopping music abruptly. This helps children focus on auditory cues and match their physical movements to them.

5. HIDE AND SEEK

Hide and Seek is a great game for teaching problem solving. In order to stay hidden for the longest possible amount of time, children have to assess their options so they can pick the best possible hiding spot. This builds spatial awareness, because kids must consider factors such as which hiding places will offer the most cover from the most vantage points. As they gain experience with the game, kids will take an even more in-depth assessment approach, thinking about which spots are frequently used during free play and therefore most likely to be checked first.

6. PARACHUTE GAMES



Playing with a parachute is a fun way for kids to learn teamwork. Kids stand around a circle, holding a parachute (or large sheet) between them. When a ball or other object is

placed on the parachute, kids toss the ball up and down. Kids must move in sync or the ball will fall off the side of the parachute. If playing with a big parachute, kids have to work together to keep multiple balls in play at the same time, or learn how to throw the parachute up so one child can run underneath before the parachute falls.

7. HOPSCOTCH

This classic sidewalk game is perfect for developing critical thinking skills. Kids draw the hopscotch shape on the sidewalk, then take turns tossing a rock underhand at the hopscotch shape. They then must navigate the hopscotch course while avoiding the square the rock landed on. Since it's often difficult to avoid the square with the rock while hopping on one foot, kids will need to plan ahead to find the best "route" through the course.



8. RED LIGHT, GREEN LIGHT



Red Light, Green Light is great for teaching patience. After all, children don't love to stand still. To play, one kid stands facing away at the other side of the field. The goal is to be the first to touch that person, without getting caught moving. When the person is facing away, that's a green light and kids can move toward them. When the leader turns around to face the group, that's a red light, and kids must stop moving. Anyone the leader catches still in motion has to go back to the starting line. To win at Red Light, Green Light, kids need to rein in their impulse to run forward, instead choosing a pace where they can stop instantly if the leader starts to turn. As they near the leader, they'll also have to learn how to wait for the exact right moment to rush forward. If they misjudge and go too soon, they'll have to start over from the beginning.

9. SLEEPING LIONS



It's important for kids to learn how to stay focused despite distractions. Sleeping Lions is a fun way for kids to learn this important life skill. During this preschool game, all the children lie down and pretend to be asleep. Then one person walks among

the group (without touching anyone, trying to convince kids into reacting and opening their eyes. The last kid to still look like they're "sleeping" is the winner.

Sleeping lions encourages kids to be silly as they try to wake up their peers. To stay "asleep," kids have to keep themselves focused on not moving a muscle—no matter how their peers try to distract them. That's extremely hard for young children to do, and the focusing they practice during Sleeping Lions will help a child later on when they're trying to learn in boisterous environments.

More Than Just Fun and Games

If you're like most parents, you want to know your child is in the best possible learning environment at all times. The good news? Many preschool games that seem like they're just plain fun actually teach life skills. So while your kids might seem like they're just having fun playing with friends, they're actually learning skills that will help them succeed later in life.

From <https://www.whitbyschool.org/passionforlearning/9-classic-preschool-games-that-secretly-teach-life-skills>

5. ANSWER THE QUESTIONS.

1. Which game is your favourite? Why?
2. Practice describing each game.

UNIT 6. STORYTELLING

1. **BEFORE** *you read.* **ANSWER THE QUESTIONS**

1. Do you like telling stories? Why? Why not?
2. What story for preschoolers is your favorite?
3. Why do children like listening to stories?

2. **LISTEN** (*the link to the story is below*) and/or **READ** the story. <https://www.youtube.com/watch?v=AjohJiyvA0Q>

You may listen to the story as many times as you want, however, it is advisable to have a text in front of you, so that you can practice recognizing and repeating words. It will be helpful if you pause after each sentence and repeat the phrase.

Remember: Practice makes perfect.

Mouse Paint by Ellen Stoll Walsh

<https://www.youtube.com/watch?v=AjohJiyvA0Q>

Once there were three white mice on a white piece of paper.
The cat couldn't find them.

One day while the cat was asleep, the mice saw three jars of paint – one red, one yellow and one blue.

They thought it was Mouse Paint. They climbed right in. Then one was red, one was yellow and one was blue.

They dripped puddles of paint onto the paper. The puddles looked like fun.

The red mouse stepped into a yellow puddle and did a little dance.

His red feet stirred the yellow puddle until ... “Look”, he cried; “Red feet in a yellow puddle make orange.”

The yellow mouse hopped into a blue puddle. His feet mixed and stirred and stirred and mixed until “Look down,” said the red mouse and the blue mouse, “Yellow feet in a blue puddle make green.”

Then the blue mouse jumped into a red puddle. He splashed and mixed and danced until “Purple” they all shouted. Blue feet in a red puddle make purple.”

But the paint on their fur got sticky and stiff. So they washed themselves down to a nice soft white and painted the paper instead. They painted one part red, and one part yellow, and one part blue. They mixed red and yellow to paint an orange part; yellow and blue to paint a green part; and blue and red to paint a purple part. But they left some white because of the cat.

3. Past simple forms

READ the story and **COMPLETE** the table with regular and irregular verbs as in the example.

<i>Regular verbs</i>	<i>Irregular verbs</i>
climbed (climb)	Were (be)

4. MIND the pronunciation rules

We pronounce the -ed in three ways: /ɪd/ /t/ /d/

/ɪd/	If the base verb ends in /t/ /d/	want → wanted /ɪd/ end → ended /ɪd/
/t/	If the base verb ends in unvoiced	/p/ → hope → hoped → /t/ /f/ → laugh → laughed /s/ → fax → faxed /ʃ/ → wash → washed /tʃ/ → watch → watched /k/ → like → liked
/d/	If the base verb ends in voiced and vowels	play → played → /d/ allow → allowed beg → begged

**Note that it is the sound that is important, not the letter or spelling. For example, fax ends in the letter x but the sound /s/; like ends in the letter e but the sound /k/.*

Exceptions

The following -ed words used as adjectives (adj) are pronounced with /ɪd/:

aged dogged ragged blessed learned wicked crooked naked wretched	So we say: an aged man /ɪd/ a blessed nuisance /ɪd/ a dogged persistence /ɪd/ a learned professor - the professor, who was truly learned /ɪd/ a wretched beggar - the beggar was wretched /ɪd/	But when used as real verbs (past simple and past participle), the normal rules apply and we say: he aged quickly /d/ he blessed me /t/ they dogged him /d/ he has learned well /d/ or /t/
--	---	--

5. **MIND** *the spelling rules*

Verbs ending in consonant +y, change y to i and add -ed: cry – cried;

Verbs ending in a vowel + y, do not change the y: play – played;

If a verb ends in -e, add -d: like → liked, arrive → arrived

If a verb ends in a consonant-vowel-consonant (CVC) pattern, double the final consonant and add -ed: hug → hugged, plan → planned, stop → stopped.

If a two-syllable verb has stress on the final syllable, then double the final consonant and add -ed. Notice the difference below: **prefer** → **preferred** but **visit** → **visited**

6. **PRACTICE** *writing the past tense form for each of the following verbs.*

Cry, decide, walk, sob, enjoy, wash, hurry, refer, clean, free, pour, check, visit, dye, smile, bake, admit, love, pray, listen

7. **READ** *the text and do the vocabulary*

Mixing colors

What are the primary colors?

<https://acrylgiessen.com/en/mixing-colors/>

The primary colors are the three color shades which are not mixable and therefore have to be bought ready to use. From these three colors and white, basically any desired color can be mixed by yourself. The three primary colors are:



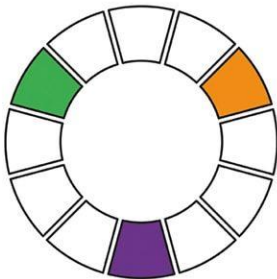
PRIMARY

YELLOW
RED
BLUE

Decisive for mixing are the mixing ratios with which you mix the primary colors and the addition of white to control the brightness. First use cheap colors to try out the mixing and get a feel for the most important shades.

Mixing of secondary colors

Secondary colors are obtained by mixing two of the three primary colors together.



SECONDARY

ORANGE
VIOLET
GREEN

Purple: Red and blue

Orange: Red and yellow

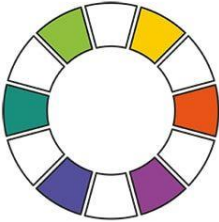
Green: Blue and yellow

If you mix all three primary colors together, you will get black.

Mixing of tertiary colors

The tertiary colors are created by mixing two adjacent colors of the color circle of the primary and secondary colors. These colors are also called fractional colors because they are not as bright and distinct as the primary and secondary colors.

Since in nature mainly these color tones are found, the tertiary colors are very important for natural looking pictures. Examples of tertiary colors:



TERTIARY

YELLOW ORANGE

RED ORANGE

RED VIOLET

BLUE VIOLET

BLUE GREEN

YELLOW GREEN

Blue-Purple

Yellow-Green

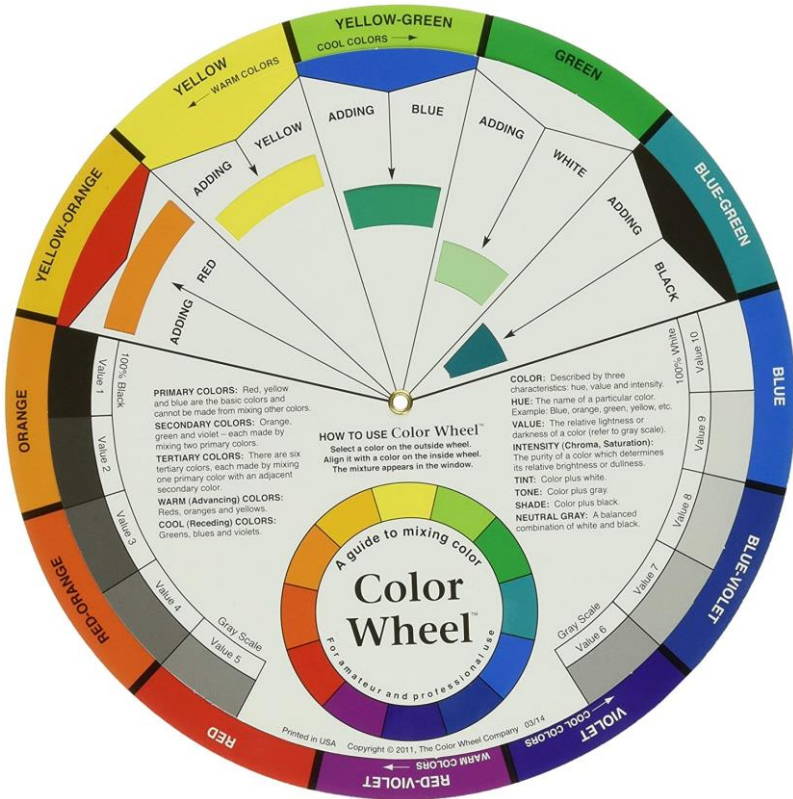
Green-Blue

Orange-Yellow

Red-Orange

Purple-Red

The color wheel of Cox is a good way to show you the color combinations. There you can easily see which colors you have to mix to get the desired color.



8. LISTEN (*the link to the story is below*) and/or **READ** the story.

You may listen to the story as many times as you want, however, it is advisable to have a text in front of you so that you can practice recognizing and repeating words. It will be helpful if you pause after each sentence and repeat the phrase.

MIXED

<https://www.youtube.com/watch?v=S1bGioTNs4M>

In the beginning there were three colors: Reds, Yellows and Blues. Reds were the loudest, Yellows were the brightest, and Blues were the coolest. Everyone lived in a color harmony, until, one afternoon, when a Red said, “Reds are the best!”. The Yellows disagreed, “No, we are best, because we are the brightest.” The Blues were too cool to even respond. The colors decided to live in separate

parts of the city. But then, one day, a Yellow noticed a Blue. And something happened.

“I feel so happy when I am near you,” said Blue.

“And I feel so calm when I am with you,” said Yellow.

Yellow and Blue became inseparable.

Life felt so vibrant. They liked it, but not all the colors were happy about it. “Colors shouldn’t mix,” said the Reds.

“I don’t like Yellow’s effect on Blue,” said the Blues.

“That Blue isn’t bright enough for Yellow,” said the Yellows.

But Yellow and Blue loved each other so much, so they decided to mix!!!

Together they created a new color. They named her Green. Green was bright like Yellow, and calm like Blue. But really, she was a color all her own. Everyone was fascinated because Green was special. Even the grumpy colors fell in love with Green.




The colors began to see new possibilities. Soon other colors mixed, and mixed, and mixed. There were so many new colors. And a lot of new names.



“Do not forget your glasses, Lavender,” “Be careful, Jade,” “Have fun, Amber!”. The old neighbourhoods of Redville, Blue Town, and Yellow Heights did not make any sense anymore. Everyone wanted to live together, so they rebuilt the city. The new city was full of color. It was not perfect. But it was home.

The end

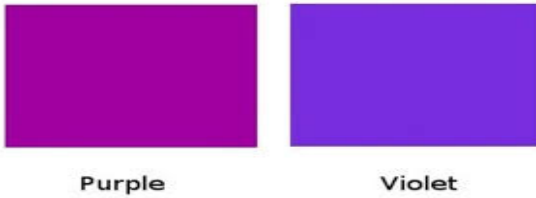
9. DISTINGUISH *the objects*

Identify the objects in the pictures from the words given. Two words are extra. (jade, cinnamon, lavender, violet, olive, amber, purple)

A	B	C
		

D	E	F
		<p>Place for your own picture</p>

Can you see the difference between purple and violet?









10. DISTINGUISH *the colors from the box.*

Make up sentences as in the example.

Example: The sweater in picture A is lavender.

(amber, lavender, cinnamon, olive, blue, jade, green, yellow)

A	B	C
		
D	E	F
		

11. HAVE FUN *learning grammar*

You can see a recording script of a jazz chant below.

The Personal questions jazz chant is at

<https://muzofond.fm/search/carolyn%20graham%20children's%20jazz%20chants%20the%20sun%20is%20shining>

Play the recording and read the script at the same time. Then paly the recording and sing along. Singing along helps to learn English in chunks.

Where were you born? I'd rather not say.

Where are you from? I'd rather not say.

How tall are you? How old are you? How much do you weigh?

I'd rather not say.

How much rent do you pay?

How much do you make?

Why aren't you married?

Why don't you have children?

Where were you last night?

Why weren't you home? Did you stay out late?

Did you come home alone?

Did you have a good time?

Did you see a good play?

Did you go to a concert?

Listen and respond with the group.

UNIT 7.

I AM AN ELEMENTARY SCHOOL TEACHER

1. **BEFORE** you read, **THINK** of the following: Why have you become an elementary school teacher?
2. **TEST YOURSELF** if you are ready to be an elementary school teacher.

What are the responsibilities for elementary school teacher at your school?

Do you have a list of responsibilities? How long is the list?

Read the responsibilities below and check the ones that you are expected to have at your school.

Responsibilities for an Elementary School Teacher

- Keep the classroom under control.
- Develop lesson plans.
- Establish and enforce a set of rules for the classroom.
- Keep parents updated on their child's progress.
- Prepare students for standardized tests.
- Monitor the halls in between classes.
- Encourage students to learn as much as they can.
- Recognize problematic behavior in students.

Qualifications for an Elementary School Teacher

- Master's degree in teaching
- Empathy to care for students
- Ability to control a classroom
- Great scheduling ability
- Great organizational skills
- Great communication and listening skills
- Ability to communicate issues to parents
- Professional development certification
- Ability to get the most out of any student

3. **SCAN** the text and **SAY** what subjects elementary school teachers instruct their students on. Then **READ** the text carefully and **DECIDE** what aspects can be added to teaching and instruction.

Teaching and Instruction

Elementary school teachers develop lesson plans that teach students a variety of subjects. Elementary school teachers instruct students on subjects such as mathematics, reading, science and social studies. Schoolteachers may use demonstrations and props to teach subjects. Lesson plans include classroom work, such as class instruction, tests and quizzes. In addition, elementary school teachers assign homework to students to reinforce the lessons learned in the classroom. Elementary school teachers schedule field trips for students during the year to provide learning experiences outside of the classroom.

Elementary school teachers motivate and inspire young children to develop a lifelong love of learning and education. Teachers may work with children in small groups or with individual students who may be struggling with the classroom material. In addition to the classroom material, elementary school teachers instruct students to work collaboratively with other children.

4. **AFTER** reading the text do some vocabulary exercise.

a. **COMPLETE** the table

Subject	Person	Adjective
<i>reading</i>	<i>reader</i>	
	<i>mathematician</i>	
<i>science</i>		
		<i>educational</i>
	<i>economist</i>	
	<i>manager</i>	
<i>music</i>		<i>musical</i>
	<i>lawyer</i>	

b. **MATCH** the nouns with action verbs from the box.

1 develop, 2 instruct, 3 use, 4 assign, 5 reinforce, 6 schedule, 7 provide, 8 motivate			
	a lesson plan		students
	the demonstrations		homework
	the lessons		field trips
	learning experiences		young children

5. **READ** the text and **ANSWER THE QUESTIONS** below.

Assessments, Evaluations and Grades

These teachers evaluate the students' comprehension and knowledge of the material. Elementary teachers use assessments of homework assignments, quizzes and tests to determine a student's progress in the class. They also observe behavior when assessing a student's progress in school. The teacher's observations may help identify learning or behavioral problems. Evaluations and assessments can also identify exceptional students. Teachers keep records of grades and attendance for each student in the classroom.


Supervision and Classroom Control

Elementary school teachers lead the classroom and set the rules for behavior among students. Teachers also supervise the behavior of children outside of the classroom setting, such as during lunch, on field trips or in recess. They are responsible for establishing a productive environment for learning for all children in the classroom. Elementary teachers may discipline disruptive students and praise those who perform well in the classroom.

1. How do teachers evaluate the students' knowledge of the material?
2. What is the most effective evaluation form?
3. What is it important for teachers to keep records of student's grades?
4. What are the rules for behavior for your students?
5. How do you discipline disruptive students?
6. How do you praise those who perform well in the classroom?

7. What are the rules for your class? Why is it important to follow the rules?

The importance of rules

 <p>Why is it important for us to all follow rules?</p> <ul style="list-style-type: none">• So we can be safe, respectful and responsible. (Gaby)• So you know what to do and you will be on task. (George)• So we can make sure we are all able to learn. (Savannah)	Your ideas
--	------------

6. **READ** the text and **DECIDE** whether the sentences below are true or false.

Parent/Teacher Meetings

Elementary school teachers meet with parents to discuss a student's progress in the classroom. The teachers may offer suggestions for parents working with students at home, such as extra help or tutoring. Schools schedule parent meetings throughout the year.

Parent and teacher meetings also provide an opportunity for the schoolteacher to discuss the classroom material with parents. For example, the elementary school teacher may go over the lesson plan with parents during the meeting.

Attending Conferences and Workshops

Teachers regularly attend workshops and conferences throughout the year to stay up to date on issues in teaching and learn new techniques. School districts may require the teachers to attend training workshops during the school year.

1. Parents plan meetings with the teachers. _____
2. Discussing the classroom material with parents is part of parent and teacher meetings. _____

3. Parents always ask teacher for extra tutoring.
4. Attending conferences helps teachers to improve their teaching. _____

7. WORD BUILDING. COMPLETE *the table below.*

Noun	Verb	Adjective
	attend	
discussion		
		required
	provide	
schedule		
	supervise	
comprehension		
		responsible
	evaluate	
assessment		
		observant
	identify	

8. MIND THE DIFFERENCES *between the words and USE them correctly*

Know = already have the information	Find out = get the information
Study = learn about a subject through books, a course We don't use any other prepositions after study I am studying educational management. I am studying for my exams.	Learn = get new knowledge or skills. I am learning English. I am learning to knit. Note, that we say: We are taking a course, not learning a course.
NB (nota bene!!!Latin) Important: Prepositions after learn: learn from, learn about, learn to (speak English).	

9. UNDERLINE *the correct words (in italics) in each sentence.*

1. I would really like to *learn about* / *study about* the educational management.
2. We need to *know* / *find out* where to go to register for the course.
3. I got into trouble at school because I didn't *know* / *find out* the irregular verbs.
4. I did well in the test because I had *learned* / *known* how to spell all of the words on the list.
5. Excuse me, do you *know* / *find out* where the dean's office is?
6. It was difficult for me to *learn* / *study* at home, because we didn't have a lot of space.
7. I want to *learn* / *study* how to drive a car.
8. I think you can only really *learn from* / *learn with* experience.

10. READ *the text about the strategies for effective communication in the classroom. THINK and DECIDE which strategy is the most effective. PRIORITIZE the strategies from the most often used to the rarely used.*

Strategies for Effective Communication in the Classroom

What we classify as 'good' or 'effective' communication depends on the context. When you are presenting in front of the class, you will use different strategies than when you are facilitating a group discussion, or speaking to a student one-to-one.

There are some strategies that are applicable to each of the contexts that you may encounter.

1. Create a safe learning environment with supportive relationships. It has been proven that supportive relationships between students and teachers have a positive impact on class engagement, participation, and the students' achievements. It has even been suggested that these supportive relationships may negate the tendency for low-income students to have poorer school outcomes.

This is because, when students feel supported, they are more comfortable expressing their own thoughts and ideas in class discussions, attempting challenges, and asking when they need help. Higher levels of engagement and participation then lead to better developed knowledge and greater achievement.

A supportive learning environment is built using communication: you should get to know your students well, and show them that they are safe from judgement or humiliation in your classroom. It is a good idea to learn students' names early in the year, and use them often. Have an open-door policy for students to come and talk to you about any issues, and be empathic and caring when you interact with them at all times: don't tell them off for not understanding and don't ridicule their thoughts and ideas.

Additionally, you should recognise that some students don't feel comfortable talking in front of the class. If you do ask them to participate, you could use scaffolding (such as sentence starters) to make them feel safer doing so. However, forced participation is usually unnecessary: it is likely that quieter students have excellent listening skills, and are learning just as much, despite not sharing their own thoughts.

More teamwork

Teamwork and group discussions contribute to making the classroom a more comfortable environment. By working in small groups, students are able to share their ideas more easily, and improve their own communication skills. These activities also give them a good opportunity to ask you questions and get feedback on their work, leading to effective communication between you, better understanding of the lesson, and academic benefits.

You could also try to improve your communication skills through teamwork with your colleagues. Planning more lessons together, sharing ideas, and problem-solving together will develop the way that you interact.

Active listening

The 'listening' component of communication should not be overlooked – over 60% of all misunderstandings result from poor listening.

Practising good listening in the classroom can benefit you in two ways. Firstly, you will be a model for your students, who will improve their own listening skills, and thus retain lessons better. Secondly, by using active listening, you can correct misunderstandings and extend learning, resulting in a better education for your students.

Active listening involves listening carefully to what your students say, checking that you have understood them correctly (for example, repeating back to them what you think they have said), building on their ideas, and challenging or questioning them. It is the best approach to use to foster understanding in the classroom, and is an excellent example of effective communication.

Feedback

Feedback is also an important component of communication in the classroom. There have been many studies focusing on feedback in recent years. It has been shown that positive feedback (i.e. praise) builds students' confidence – making them more likely to believe that they can succeed – and helps to create a supportive environment and increase academic success.

You can also use positive feedback to modify students' behaviour: for example, praising a student for having their hand up is likely to cause the students around them to stop 'shouting out' and copy this behaviour, in order to be praised themselves.

Sense of humour

The use of humour in the classroom has been found to increase learning, self-motivation, and positive relationships between students and teachers. It allows you to establish a rapport with your class, and keep them interested in the lesson.

For example, you might tell jokes or funny anecdotes, give light-hearted personal examples, or laugh at students' own jokes. However, you should ensure that you don't use negative humour – where you demean or embarrass students – or humour that is either irrelevant to the lesson, disturbing, violent, sexual, or forced. Only continue to use humour that has received a positive response from the class (such as laughing).

Technical skills

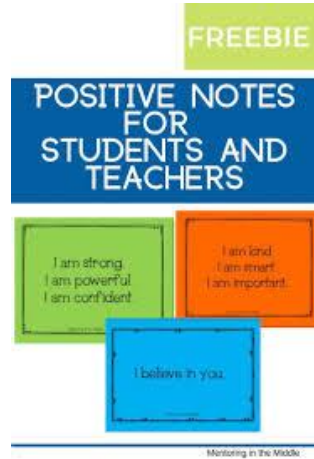
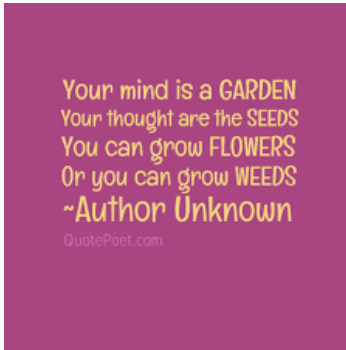
Using up-to-date teaching aids such as computers, videos, and online resources is another way to keep students engaged and reinforce their understanding. It can also increase the effectiveness of your communication with students with different learning styles, who may benefit more from online resources than more old-fashioned ones. Try to work some of these aids into your lessons on a regular basis.

(from: <https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/>)

- 11. DISCUSS** in the group, what a positive image means. **LOOK** at the pictures and describe the situations.

Teacher's positive image





Nothing ventured nothing gained!

12. TAKE UP THE HABIT *of learning a new idiom every day.*
Use the resource:

<https://idioms.thefreedictionary.com/take+up>

UNIT 8.

INFORMATION AND DIGITAL TECHNOLOGIES

1. **BEFORE** reading, **SHARE** how often you use technology in the elementary school classroom.
2. **READ** the text and **THINK** if you agree with the ideas. Why? Why not?

Digital technologies are ubiquitous in the 21st century. Children are avid Internet users and make use of a range of information and communication technologies. Children spend more time online than ever before and at younger ages, despite the persistence of various digital inequalities. With this expansion of Internet use, children are exposed to different online risks, but can also make use of the vast array of online opportunities.

3. ANSWER THE QUESTION.

1. What risks are children exposed to when they are online?
2. Are your children avid Internet users?

4. **READ** the text about potential risks and rewards.

Spending time online is associated with both potential risks and rewards. Children are afforded opportunities for self-expression, learning and consolidating friendships on the one hand, while being online also exposes children to risks such as harmful content and cyberbullying on the other.

However, all the various risks and opportunities of digital technologies are not evident, and are not the same for all children. Indeed, children do not benefit equally from the Internet and digital technologies and in general, children who are vulnerable offline tend to be more vulnerable in online spaces as well. Large gaps persist in digital access, skills and use, which can affect both online and offline outcomes for children. Despite these risks, the rights children have to play and to information are recognized internationally through the United Nations Convention on the Rights of the Child. Policies and practice aimed at protection, inclusion and fostering digital skills and

resilience are therefore essential, and more desirable in realizing these rights and opportunities than taking a limitation-focused approach to children's use of digital technologies that can hinder children's digital engagement.

5. RESEARCH and ANSWER THE QUESTIONS.

1. When was the United Nations Convention on the Rights of the Child signed?
2. When was the United Nations Convention on the Rights of the Child ratified in Ukraine?
3. Could you continue the list of possible risks that digital technologies may present for kids?
4. What are the rewards of using digital technology?

6. ANSWER THE QUESTIONS.

1. What ICT tools do you use in the elementary school classroom?
2. Make a list of ICT tools and compare your list with the list in the text.

In a sample of pre-schoolers in the United Kingdom, parents reported that their children had access to an array of technological devices. 50% of the sample had access to between 4 and 10 devices, 32% had access to 11-20 devices while 9% reported access to over 20 devices. Devices ranged from smartphones to tablets to televisions, and children were most likely to have access to an iPad.

ICT tools for Children

Children will need time, freedom, support, choices and inspiration to develop their creativity with technology in early childhood. The following you can adapt for your own context:

Digital cameras – can be used to take photos of their creative play and to exchange ideas. By supporting them in their use you will also be able to encourage them to reflect on the photos they have taken.

Video cameras – show them how to use it in a creative way such as for a movie making activity.

Webcams – encourage them to record the process of an activity as they progress.

Art software – this you can model for them by doing something like making a repeat pattern and printing it out.

Programmable toys – there is so much value in bee bots and others like Pixie. Create a path on the ground and ask children to program the toy to follow it.

Smartboards – use these in conjunction with good quality art software and as the children make marks, show them what the range of ICT tools can do. Model using these tools and then stand back and watch the children do with them.

7. LABEL *the pictures with the words from the box.*

A webcam; programmable toys; a smartboard; art software; video cameras; a digital camera.

A	B	C
		
D	E	F
		

8. READ *the text about the integration of technology.*

How can technology be integrated?

There are many roles of technology in early childhood classrooms that can involve both teacher and child. For example, young children can use ICT in their role play and learning, children and teachers can use ICT to scaffold learning such as by using the Internet to search for particular things of interest, as well as using ICT to communicate and share their ideas when they use programs such as PowerPoint. However, these are just merely examples of technology in early childhood education.

Learning the basics of integrating technology in the preschool classroom is more to do with supporting young children's ICT capability and technological literacy by making sound instructional decisions when you are planning on using technology in the early childhood classroom.

To harness the full potential of technology in early childhood education also involves educating teachers and adult helpers so that they have well-developed understandings of the role and potential of ICT for supporting young children's learning, as well as practical skills in knowing how to make best use of the technology.

9. MATCH *the nouns with the verbs.*

to learn	the full potential of technology
to use	the ideas
to scaffold	for particular things of interest
to share	young children's learning
to support	sound instructional decisions
to harness	the basics of integrating technology
to search	the Internet
to make	learning

10. READ *the text about 7 must-haves in an elementary classroom.*

1. Connectedness

Using school software as a way to instigate and maintain dialogue across the community is key in a perfect learning environment for primary students.

A digital platform allows for transparency between the learning which happens in the classroom and home. It provides a forum with which to record and store this. Using technology available to most primary students means that conversations can occur through mediums such as voice or video recording, not just written text.

Witnessing a primary aged child receive praise and feedback through these tools is often an inspiring moment to behold. Seeing them then respond to it is even more powerful. It's also important to consider that this approach to learning dialogue can remove the barrier of sharing written feedback to a child who is learning to read, thus building connection with all.

2. Learning conversations

Having school software in place encourages and supports primary students to engage with their teacher. They can share their understanding and questions in a safe space at any moment. For example, after a rich learning discussion has happened in class, a student may go away, think more about the topic and have further questions or ideas. Now they are able to share these with their teacher or their whole class at any time using a learning forum or chat tool.

Not only does this promote a sense of student autonomy and empowerment towards learning, it also helps to provide the teacher with more clarity and understanding about where their students are at in their learning and where to take them next.

3. Engagement

2020 has taught us many things about children in primary education. Other than their incredible resilience, we have been able to witness them pursue virtual learning in a way that suits them, through synchronous and asynchronous learning opportunities. Examples include creating their own timetable, developing passion projects,

and being able to use a wider range of engaging software and systems to support them.

Again, a perfect primary classroom can utilise this experience by developing courses/learning that incorporate a range of different engaging resources, allowing students to be able to take their learning further. This helps to empower students and ensure the classroom is student centred.

4. Differentiation

Integrated within these courses and learning is also differentiation. The teacher thinks carefully about the needs of each individual and can design learning tasks accordingly.

School software can again support this by providing the teacher with efficient processes to accomplish this. It also automatically saves anything they have developed to reuse it at a later date. That means less time queuing at the laminator in an attempt to preserve something you have lovingly prepared and saving storage in the physical classroom. Two things any primary school teacher can relate to.

5. Feedback

Using digital tools in your classroom that promote conversations about learning is powerful. Providing students with a system that allows them to receive feedback through a range of forms can help to ensure feedback is relevant and, most importantly, is used for improving learning outcomes.

Multimedia tools such as voice recording and video recording are central to this. They provide students with the opportunity to watch/listen, rewatch/relisten, and crucially, respond to their feedback. This develops a process of ongoing reporting which is a key aspect of successful assessment within a perfect learning environment.

6. Innovative Learning Environments

Much conversation in education right now is about Innovative Learning Environments (ILEs). Primary schools are experimenting with the layout and structure of both a classroom and school day. As

such, the notion of a perfect primary classroom has never been more open.

Teachers are encouraging students to be more flexible and agile during the school day, and recognise ways in which they learn best. The key to success in this area is enabling the student voice and providing them with the necessary tools to experiment themselves.

Technology plays a huge part in this as it can help students be creative and innovative in their approaches to learning. It also provides them unrivalled opportunity to record and share their experiences.

7. Celebrate each student

The primary classroom is the opportunity for students to showcase work. Right now, children from Prep through to Year 6 are able to access and navigate a range of devices almost through muscle memory. Harnessing these innate skills for the purpose of learning means that these students are enthusiastic to capture their work (through photograph, video, etc.) and upload it on a digital platform.

The benefits of this against displaying work in the physical classroom is that it is instantly accessible to the wider community. This encourages praise and an ongoing dialogue between primary student, teacher and parent about successes in their learning and collaboration in developing next steps/goals for learning.

The whole community feels empowered and informed to help, support and celebrate that specific student. It also provides the beginnings of a conversation between parents and their children when they enquire how their day was and what went well.

11. ANSWER THE QUESTIONS.

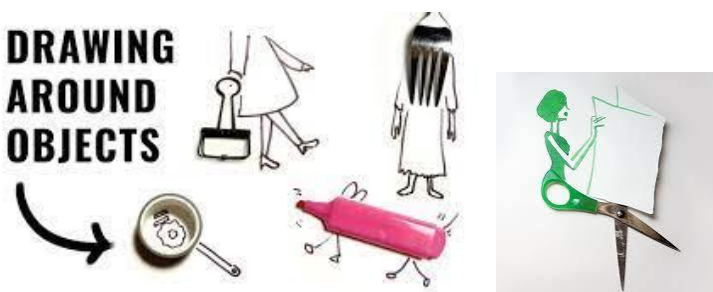
- 1 What are the ways to praise primary students for their good performance?
- 2 Do you chat with your students in the chat room?
- 3 What is “student-centered approach” referred to?
- 4 Do you use voice recording to give feedback to your students?
- 5 What is your idea of a perfect primary classroom?

Redefine and reimagine



Technology presents primary educators and their students with so many opportunities to evolve their learning environment. We are in a great position to embed 21st century skills and capabilities in all members of the class community, supporting us all to maximise our learning.

There is no greater time than now to redefine and reimagine the perfect primary learning environment for our students.



Can you think of more ideas?

(from: <https://schoolbox.com.au/blog/7-must-haves-in-a-primary-classroom/>)

12. READ *some tips to use technology tools and interactive media*

Allow children to freely explore touch screens loaded with a wide variety of developmentally appropriate interactive media experiences that are well designed and enhance feelings of success.

Provide opportunities for children to begin to explore and feel comfortable using “traditional” mouse and keyboard computers to use Websites or look up answers with a search engine.

Capture photos of block buildings or artwork that children have created; videotape dramatic play to replay for children.

Celebrate children’s accomplishments with digital media displayed on a digital projector or on a classroom Website.

Incorporate assistive technologies as appropriate for children with special needs and/or developmental delays.

Record children’s stories about their drawings or their play; make digital audio or video files to document their progress.

Explore digital storytelling with children. Co-create digital books with photos of the children’s play or work; attach digital audio files with the child as the narrator.

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

13. ANSWER THE QUESTIONS.

1. Can your children use touch screens?
2. Can your children use a traditional mouse and keyboard computer?
3. Is there a digital projector in the classroom?
4. Do you record children’s stories about their drawings or their play?
5. Do you incorporate assistive technologies appropriate for children with special needs and/or developmental delays?
6. Are there any children with special needs and/or developmental delays in your class?
7. Do you create digital books with photos of the children’s play or work?

8. Do you have any digital audio files with the child as the narrator?

14. RESEARCH *and* DISCUSS.

1. Technology and Young Children
2. How to reimagine things around us.
3. Ways to learn to think creatively.

Thanks!

GRAMMAR REFERENCE

The Present Simple Tense

We use the simple present to say that we do or don't do something regularly, or something happens or doesn't happen regularly, or to describe some things or facts.

Time expressions used with the simple present: sometimes, always, often, every (day / month / year), on Mondays, never

Affirmative sentences:

Our team always plays on Sundays.

American football players wear helmets.

Our teacher reads lots of English books.

We speak English at school.

Negative sentences:

Our team does not play on Mondays.

German football players do not wear helmets.

Our teacher does not read Spanish books.

We do not speak Spanish at school.

Questions

Does a rugby ball look like an egg?

– No, it does not. (doesn't) / Yes, it does.

When do the teams usually play?

Do you play football on Sundays?

– No, I don't. (don't) / Yes, I do.

When do you play football?

The Present Continuous Tense

Statements

I'm eating crisps.

You're closing the window.

He's sleeping on the sofa.

She's singing a song.

It's raining now.

We're playing cards.

You're making too much noise.
They're dancing on the table.

General questions

Am I using the right computer?
Are you having problems?
Is he looking for his mobile?
Is she taking Mark to school?
Is it raining?
Are we making too much noise?
Are you having fun?
Are they eating the flowers?

Answers: positive and negative

Yes, I am. No, I'm not.
Yes, you are. No, you aren't.
Yes, he is. No, he isn't.
Yes, she is. No, she isn't.
Yes, it is. No, it isn't.
Yes, we are. No, we aren't.
Yes, you are. No, you aren't.
Yes, they are. No, they aren't.

Special questions

What is Jack doing?
Where are the Smiths going?

The Past Simple Tense

We use the simple past for actions which finished at a stated time in the past or happened one after another. We add -ed to most verbs to make the simple past. We call such verbs regular. Some verbs are irregular. They don't form the simple past with -ed. You find the simple past forms in the table of irregular verbs (second column).

We use didn't to form the negative sentences plus infinitive without to.

We make general questions with *Did* and special questions with a *Special question word* and *did*.

Time expressions: yesterday, ago, last, in 2020.

Regular verbs Statements	Irregular verbs Statements
Yesterday he played rugby.	Emma went to Bristol two months ago.
He lived with his grandparents last summer.	Last night I saw the latest James Bond film.

Negation

We didn't visit him on Monday.	I didn't win the prize at the last game.
My father didn't play football in his childhood.	He didn't sell his bike.

Questions and short answers

Did MP3 players exist when you were a child? – No, they didn't./ Yes, they did.	Did you go to school by bus yesterday? – No, I didn't./Yes, I did.
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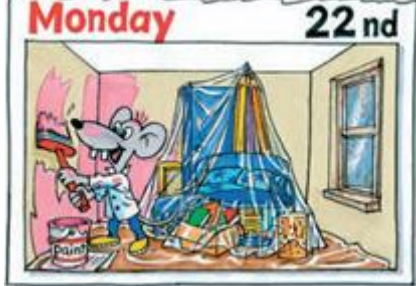
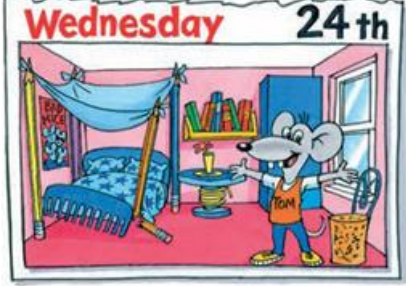
Questions with question words (special questions)

When did Alexander Graham Bell invent the telephone?	How did you go to school?
Where did they play their last match?	Where did they see Derrek Lee?
Who did they help?	Who did they meet?
What did he watch yesterday?	What did she say then?
When did she cook fish?	When did he go to the gym?
How did you prepare for your test?	How did you get home?

The Present Perfect Tense

We use the present perfect to talk about past experiences in our lives. It is not important when they happened. Or we use it for actions which have recently finished and their results are visible in the present. Look at the pictures of Tom in his room. In picture 1 on the

left he is renovating his room. In picture 2 you see the room clean and tidy. He has just renovated his room. To show the result we use the present perfect.

Picture 1	Picture 2
I am painting the wall.	I have painted the walls.
	
	<p>I have put the books on the shelf. I have cleaned the window. I have broken the bed. My hair has gone pink.</p>

We form the present perfect with the auxiliary verb have/has and the past participle. We form the past participle of regular verbs by adding -ed to the verb, e.g. clean – cleaned, study-studied. We form the past participle of irregular verbs differently, e.g. give-given. The time expressions include: just, already, never. They go between the verb have/has and the past participle.

- ⇒ *Remember:* we use has with he, she, it.
- He has just washed his hair.
- He has already put his clothes in the wardrobe.
- He has never painted the walls before.
- He has just broken his bed.
- He has already put books on the shelf.
- He has never renovated his room before.
- Use already, just and never and remember them forever.

Spelling

for most verbs we add -ed washed, asked

for verbs ending in -e, we add -d type –typed, decide -decided
 for verbs ending in consonant +y, we change this to -ied
 study-studied, carry-carried

for stressed short vowel between two consonants we double the final consonant +ed stop – stopped

FROM ACTIVE TO PASSIVE

We use the passive when the person who carries out the action is unknown or unimportant.

We use the passive when the action itself is more important than the person who carries it out, as in the news, formal writing, and instructions.

To change a sentence from the active into the passive, we need to put the object in the first place and make it the subject in the passive sentence. e.g.

⇒ *Millions of people read the websites. The websites are read by millions of people.*

	subject		object
Active	Matt Stirling	plays	the role of 'Justin'.
Passive	The role of 'Justin'	is played	by Matt Stirling. (by-agent)

The passive forms

	Be	Past participle (V3) regular irregular
Simple Present	am, is are	washed sold
Simple Past	was, were	washed sold
Present perfect	have been, has been	washed sold

Active	An assistant showed the actors the studio. the actors – Object 1 (Person) the studio – Object 2 (Thing)
Passive	The actors were shown the studio. Subject 1 (Passive 1)
	The studio was shown to the actors. Subject 2 (Passive 2)

English summary

Verbs like give, offer, promise, send, show, bring, tell, teach, promise, buy, write, award, sell, grant etc. can have two objects: They gave **her a CD**.

If you want to stress who is given or offered something, you can use the personal passive: **She** was given a CD.

If a “thing” (the CD) becomes the subject of the passive sentence, the person is put at the end of the passive sentence with the preposition to: The CD was given **to her**.

However, it is more usual for passive sentences to begin with the person.

Passive 1 (personal passive)	Passive 2
Everyone was sent a brochure with a lot of useful information.	A brochure with a lot of useful information was sent to everyone in the group.
The people were given all the information.	All the information was given to the people who had come to the casting.

ПЕРЕЛІК ПИТАНЬ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ

1. Activities shared by colleagues
2. The advantages of workplace friendships
3. Your learning style
4. Student expectations of Mukachevo State University
5. University expectations of students
6. Your university schedule
7. The syllabus
8. Benefits of time management
9. Stages in child's development
10. Art supplies
11. An activity with kids
12. Elementary school games
13. Mouse paint: a story
14. An Elementary school teacher's responsibilities
15. Spending time online with children
16. ICT tools in the elementary school classroom

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Бондар Т. І.

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У ПОЛІКУЛЬТУРНОМУ СЕРЕДОВИЩІ**

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